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ABSTRACT

The Salish Kootenai College Tribal Business Assistance Center was established in 1994 to provide technical assistance to individuals who are pursuing a small business. The center assists the entrepreneur by way of individual consultation with business advisors, small business workshops, and business administration courses that have been created especially for the small business owner. It also provides information, resources, and assistance to individuals by arranging meetings and workshops for groups and by developing academic business courses that meet the needs of tribal entrepreneurs. The center continually seeks opportunities to collaborate with tribal government, Salish Kootenai College, the financial community, state and federal government agencies, and other business resource providers. This document includes information about the business management degree, business course descriptions, case study development, and workshops. Also provided is background information about the Salish and Kootenai Indians of Montana, and Salish Kootenai College, a tribally controlled school on the Flathead Indian Reservation. (AS)

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ED 423 937

Tribal Business Assistance Center

Michele Lansdowne

Salish Kootenai College

U.S. DEPARTMENT OF EDUCATION
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Salish Kootenai College
Tribal Business Assistance Center
PO Box 117
Pablo, MT 59855
(406) 675-4800 ext. 247
Email: lansdowne@skc.edu
Homepage: http//www.skc.edu/tbac.html

The Salish Kootenai College Tribal Business Assistance Center has been established to provide technical assistance to individuals who are pursuing a small business by way of individual consultation with business advisors, small business workshops and business administration courses which have been created especially for the small business owner. This is explicitly stated in our Mission Statement which is seen below:

Mission Statement: At the SKC Business Assistance Center, it is our mission to help tribal entrepreneurs succeed. For tribal entrepreneurs, sometimes success means growing a profitable business, sometimes it means creating jobs, sometimes giving back to the community or improving the environment. Sometimes success means waiting for a while to start a business and returning to college to gain business skills. The staff at the SKC Tribal Business Assistance Center will help tribal entrepreneurs define what success is to them and help them achieve it.

The Center accomplishes this mission by providing information, resources and technical assistance to individual entrepreneurs, by arranging meetings and workshops for groups of entrepreneurs and by developing academic business courses especially designed to meet the needs of tribal entrepreneurs. The Center continually seeks opportunities to collaborate with tribal government, Salish Kootenai College, the financial community, State and Federal government agencies and other business resource providers in order to expand our capacity to help tribal entrepreneurs. By working together, we believe, tribal entrepreneurs can have the power of tribes and community behind them and can succeed in bringing their dreams to life.

The Tribal Business Assistance Center originated in October 1994 under the direction of Michele Lansdowne, who has a Masters in Business Administration and seven years experience as Director of a Tribal Business Center. The Center currently serves 345 clients as of 5/1/97 and is involved with several economic development initiatives on State and National levels.

Business Management

Degree: Associate of Arts (A.A) with Business Management Emphasis Degree (98 credits).

Philosophy: The philosophy of the Business Management program is guided by the mission, philosophy and objectives of Salish Kootenai College. We, at SKC, seek to provide the essential business skills and knowledge necessary to achieve success for ourselves, our family, our community and our earth. This success may mean growing a profitable business, creating jobs, giving back to the community what we have received or improving our surrounding environment.

Students enrolled in the Business Management program will receive first hand experience in creating a business plan and marketing plan for a new business. Emphasis is given to management techniques, accounting practices and legal requirements which are common to the world of business, both on and off the Flathead Reservation. Basic skills in oral and written communication are also developed.

The Business Management Department works closely with the Tribal Business Assistance Center and the Native American and Non - Native community to coordinate the appropriate skills and desired knowledge base to prepare our students to become effective entrepreneurs. This program has been designed to allow for easy transferability of course credits to the University of Montana for those who plan on obtaining a Bachelor of Arts in Business Management upon graduation with the Associate of Arts from SKC. Transferability of course credit to other institutions will be dependent upon the receiving institution.

Goals: The Business Management Department offers a two year, 98credit, Associate of Arts Degree in General Studies with a Business Management Emphasis. The program is designed to prepare Native and Non - Native students to become effective business managers or successful entrepreneurs. Upon completion of the two year degree program, the students will be able to:

1. Plan for business development;
2. Manage a growing business;
3. Supervise employees; and
4. Control business operations and finances.

Requirements: Graduation requirements include: completion of degree program as outlined, completion of general education courses required for a degree and a minimum of a 2.0 grade point average in any required class.

Associate of Arts with Business Management Emphasis
BUMG Course Descriptions

Course Description

PRINCIPLES OF MARKETING
BUMG 180 3 credits (Winter Quarter) Prerequisite: BUMG 100 Introduction to Business

This course is designed to examine the functional areas of marketing in the areas of product, price, distribution, promotion and target marketing strategies in a domestic as well as an international level. Students will also explore marketing tools which are used to deal with problems which may arise in the marketing arena.

Course Description

MANAGEMENT and SUPERVISION
BUMG 220 3 credits (Spring Quarter) Prerequisite: ENGL 102 English Composition II

Students are introduced to the basic principles of management and personnel supervision. Topics covered include employee selection process, directing and instructing employees in appropriate work procedures, counseling of employees, maximizing productivity and performance and handling complaints and discipline.

Course Description

BUSINESS LAW
BUMG 257 3 credits (Fall Quarter) Corequisite 258 Business Law Lab

Business Law students receive an introduction to the basic principles of business law. Course topics include: (1) The Legal, Regulatory, Political and Social Environment of Business; (2) Legal Issues in Business Organizations; (3) Common Law Subjects; (4) Legal Issues concerning Consumers, Competitors and Suppliers; and (5) Employer/ Employee Legal Issues.

Course Description

BUSINESS LAW LAB
BUMG 258 1 credit (Fall Quarter) Corequisite BUMG 257

Business Law Lab is designed to help the business student with assigned case studies in a teacher/student related setting. A discussion group will be established to analyze case studies taken from the textbook.

Course Description

INTRODUCTION TO BUSINESS
BUMG 100 3 credits (Fall, Winter Quarters)

Students are introduced to the fundamental areas of business: marketing, management, finance, accounting and business law. Studies emphasize entrepreneurship in business.

Course Description

Principles of Accounting I
BUMG 201 3 credits (Fall Quarter) MS Prerequisite: MATH 100 or OE 111
Corequisite: BUMG 206

Basic concepts, principles, and techniques used in the generation of accounting data for financial statement preparation and interpretation are covered. Asset and liability valuation and their relationship to income determination are addressed. Partnership accounting is also determined.

Course Description

Principles of Accounting II
BUMG 202 3 credits (Winter Quarter) MS Prerequisite: BUMG 201
Corequisite: BUMG 206

This course is a continuation of BUMG 201, which focuses on corporate equity (stock accounts and dividends), long-term liabilities, and investments. Interpretation of accounting reports including ratios and funds flow analysis is included.

Course Description

Principles of Accounting III
BUMG 203 3 credits (Spring Quarter) MS Prerequisite: BUMG 202
Corequisite: BUMG 206

Students examine cost systems and the use of accounting information for managerial planning control, decision making through capital budgeting, and cost and variance analysis.

Course Description

Principles of Accounting Lab
BUMG 206 1 credit (per Fall, Winter, and Spring Quarter) MS Corequisite: BUMG 201, 202 or 203.

Accounting lab is designed to help the accounting student with assigned workbook problems in a teacher-assisted setting. This class must be taken with BUMG 201, 202, and 203.

Course Description

MANAGEMENT INFORMATION SYSTEMS (MIS)
BUMG 250 3 credits (Spring Quarter) Prerequisite: CSC 101 Introduction to Computers

Management Information Systems (MIS) is a study of computer-based information systems related to the field of business. The course is designed to familiarize the student/manager with computer based information systems that provide usable information and problem solving support necessary to make effective business decisions.

Case Study Development

The challenge for us has been to identify cases which can serve as good examples of these various elements at play in reservation businesses. As we began to consider clients and students at Salish Kootenai College and Sinte Gleska University, we were astonished to notice that a great many of our tribal entrepreneurs could serve as excellent examples in many areas, depending on where their business is in its life cycle. We shouldn't have been surprised. These business topics come from an examination of the prominent literature available in the field of entrepreneurship. The values come from the wisdom of many elders, from many tribes. The strengths/obstacles come from the tribal entrepreneurs themselves and those who train them. From this rich base, cases abound to provide our students with something of their own: their own values, their own strengths/obstacles, their own role models, to talk about.

For each of the topic areas, we identify specific issues faced by American Indian Entrepreneurs at that particular phase of their business life cycle and attempt to exemplify these issues as tribal entrepreneurs describe their own struggles and successes. Some examples of these issues include: obtaining financing, employing the extended family, reconciling business practices with traditional roles and gaining support of tribal government.

Cases are drawn from businesses owned by tribal members, both on and off the reservations. Some are new ventures, some business expansions and some long standing successful enterprises. Many of the businesses include involvement of the family, some, even the extended family. Cases are selected to demonstrate an interesting vantage point on business, which is particular to the American Indian experience, whether it's an interesting business philosophy, a significant contribution to the community or a struggle often faced by tribal entrepreneurs.

By creating a content framework for the cases, drawn directly from input of tribal members, we hope to develop a system which can be enhanced over time through the addition of cases drawn from many reservations and tribal colleges. One day, we may have our own catalog of teaching materials, full of cases drawn from tribal entrepreneurs to help us teach not only each of the fundamental business areas, but a range of issues faced by our students when they germinate and grow their businesses. (*See attached issues identified through Confederated Salish and Kootenai Strategic Planning sessions.)*

Once we have developed case studies reflecting these topics, values and strengths/obstacles, it is our hope to design systems tribal college business faculty can use to integrate these cases into existing entrepreneurship curriculum, so that our students can become well grounded in basic business skills, while being able to relate these skills to their own environment. Because the same business topics are addressed by each of the existing curriculum we have reviewed and are testing, we believe that integration can be smooth, regardless of which curriculum the instructor chooses, given some planning tools.

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Case Studies Under Development

(See attached list of completed interviews.) Sixteen videotaped interviews have been conducted on the Flathead and Rosebud Reservations, with twelve transcriptions completed. One has been edited in rough cut form to test the process. Complete transcripts of the interviews are available. The project is on schedule and we feel that the material covered in the interviews exceeds our expectations for teaching opportunities. Participants in the interviews have been cooperative and enthusiastic about their contribution to the education of tribal college students of Entrepreneurship.

Development Process:	1997/98
1. Identification of American Indian Entrepreneurs for Case Study	Feb 97
2. Establishment of Interview questions and focus.	Mar
3. Videotaped Interview	June, July
4. Transcription of Interview	Aug
5. Editing Plan Based on Transcription	Sept
6. Editing	Nov- Feb 98
7. Written Case Study, With Attached Teaching Notes	Nov-Mar
8. Indexing of Case Study to Correlate with Modules	Apr
9. Correlation of Modules with Existing Entrepreneurship Curricula	May
10. Testing	1998/99

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Development Process: **1997/98**

1. Identification of American Indian Entrepreneurs for Case Study **Feb**

- **Review of existing client files and informal client interviews.**
- **Comparison of potential cases between Flathead and Rosebud.**
- **Selection of cases based on balanced curriculum topics.**
- **Permission of participants**

2. Establishment of Interview questions and focus. **Mar-May**

- **Study of Case Study training materials.**
- **Design interview process.**
- **Review interview techniques with SKC Media Director**
- **Research at Babson College on case study teaching and development.**

3. Videotaped Interview **June, July**

- **Scheduling of interviews at Flathead and Rosebud.**
- **Interview full day sessions at Flathead and Rosebud by SKC Media.**
- **Review of raw tapes by SKC Media.**
- **Back up filming of businesses in operation.**

4. Transcription of Interview **Aug**

- **Complete transcriptions of interviews.**
- **Transcription review for editing by SKC Media and writers.**

5. Editing Plan Based on Transcription **Sept, Oct**

- **Identification of key topics and decision points.**
- **Organization of raw tape for rough edit.**
- **Identification of further back up filming requirements.**
- **Scheduling of back up filming.**

6. Editing **Nov- Feb 98**

- **Rough edits by SKC Media.**
- **Review of rough edits by Project Director.**

7. Written Case Study, With Attached Teaching Notes **Nov-Mar**

- **Write cases from transcripts based on decision points and topic focus.**
- **Gather supplemental teaching notes for attachments.**
- **Identify discussion questions and recommended teaching methods.**
- **Exchange cases for review between SKC and Sinte Gleska**
- **Meet to discuss case development and coordination with videos.**

8. Indexing of Case Study to Correlate with Modules **Apr**

- **Review indexing plan and relate specific case materials.**
- **Identify additional supplemental materials for modules.**

9. Correlation of Modules with Existing Entrepreneurship Curricula **May**

- **Review indexing plan for modules and curricula based on cases.**
- **Demonstrate relationships between cases, modules and each curriculum.**
- **Present curricula, modules, cases and videos to Tribal College faculty.**
- **Identify faculty willing to test each curriculum with case study coordination.**

10. Testing **1998/99**

- **Test each curriculum with case study modules at Tribal Colleges**
- **Obtain feedback from Tribal College faculty reviewers**
- **Revise cases, modules and curriculum coordination**
- **Publish**
- **Distribute**

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Much as the Richard Ivey School of Business has done in the IVEY catalog, we would like to cross-index the business topics, business strengths/obstacles and values pertinent to American Indian business people so that each case within the curriculum is rich with learning opportunities. The following chart shows how the cross-indexing might emerge:

TOPICS/ VALUES

Phase One: Business Opportunity and Planning

Module One: Opportunity Recognition and Screening

6. Bravery **6. Courage**

Module Two: Business Planning

3. Timeliness **3. Vision**

Phase Two: Business Start-up and Growth

Module Three: Entrepreneurship -- Individual, Family, Community

2. Respect for Others **2. Respect**

Module Four: Entrepreneurship -- Networks, Alliances, Support

5. Respect for the Earth **5. Spirituality**

Module Five: Growing the Business -- Marketing

8. Trust

Module Six: Growing the Business -- Financing, Managing Assets

1. Wisdom **1. Honesty**

Module Seven: Growing the Business -- Management, Operations

4. Generosity **4. Cooperation**

Module Eight: Keeping the Business Strong -- Nurturance, Harvest

7. Fortitude **7. Commitment**

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WORKSHOPS FOR FALL

MUTUAL FUNDS INVESTING Rachael Andrews
Mutual Funds offer a simple way to invest in domestic and foreigh. stock and bond markets. Find out how to pick the "right" fund for you.
Thursdays

How to Form an Investment Club (1 session) Rachael Andrews
What is an investment club? How does a club work? How much will it cost? If you are interested in finding out the answers to these questions and much more, this class is for you. Understand the steps and procedures on how to form a club. A fun and inexpensive way to learn and invest
Thursday 6 - 9 p.m. $19

Stock Selection Guide (1 session) Rachael Andrews
Take control and become competent to make your own investment decisions. Understand the most widely used aid to good investment - the Stock Selection Guide. Learn how to do visual analysis of sales, earnings and price of a company using a logarithmic chart. Do a fundamental analysis of a company by evaluating its management, price-earning history, potential risk and reward over the next five years and its potential in terms of divident, yield, price appreciation and total annual return. Please bring a calculator, ruler and four colored pencisl. There will be a one hlur lunch break
Saturday 9/26 9:30 a.m. - 3:30 p.m.

TEAM BUILDING
This interactive, entertaining workshop uses excerpts from Apolo 13 and The Wizard of Oz to explore team dynamics. If you want more effective teams in your workplace, this workshop is your first step.
Wednesday 9/30 9 a.m. - 1 p.m. Jeri Mae Rowley

TEAMS: BUILDING TEAMS IN THE WORKPLACE
Working on a team doesn't have to be a letdown. Help the teams in your organization achieve success by capturing the creativity and potential of all employees at all levels of your organization. Today's leader is a leader of teams.

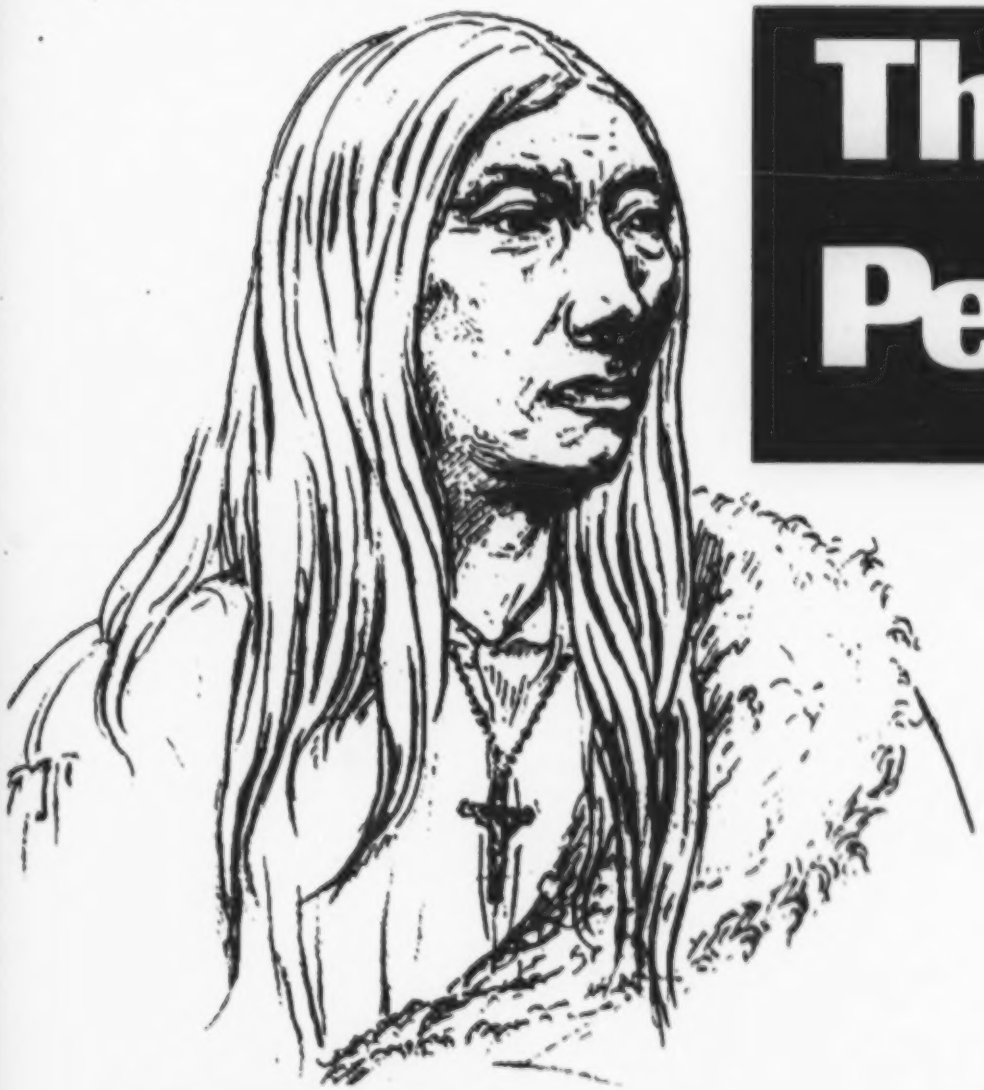
TEAM PROBLEM SOLVING AND DECISION MAKING
Work together to confront problems systematically, find creative solutions,

plan for action and overcome resistance to change
Tuesday 12/9 1 p.m. - 5 p.m. $44

NX LEVEL BUSINESS START-UP PROGRAM - is designed for the entrepreneur thinking about starting a business, but who has not been able to answer all the questions about timing, size of market/industry, location and financial promections 10 sessions of 3 hours each will produce a mini business plan that will test the feasibility of the business idea and answer those questions every entrepreneur should ask before startting a business
Tuesday 9/22 - Dec 2 6 - 9 p.m. $150 R/Swaney/'NWarneke

QUICK BOOKS PRO - The fastest, easiest way to manage your business. Learn American's #1 best-selling accounting software Speed invoicing, customize invoices, track receivables, painless accounts payable. Get your life back with this automated accounting package.
Tuesday 8 - 10 3 Sessions

The People



The Salish & Kootenai Indians of Montana

The PEOPLE: The Confederated Salish and Kootenai Tribes of the Flathead Indian Reservation are the 6,800 modern representatives of several Salish and Kootenai bands who lived in Western Montana, Northern Idaho, and Eastern Washington in the early 1800s. The 4,000 tribal members and 1,100 other Native Americans who now live on the Flathead Reservation are outnumbered three to one by non-Indians. The other 2,800 tribal members live outside the reservation.

The PLACE: The Flathead Indian Reservation is an area of 1,250,000 acres of forested mountains and sheltered valleys just west of the Continental Divide in Montana. The reservation includes the south half of Flathead Lake which provides excellent fishing and recreational opportunities. Before the arrival of the whites, the tribes

hunted and gathered plants over an area the size of many eastern states. Twice a year the tribes made cooperative hunting trips over the Continental Divide to the buffalo herds on the Great Plains.

In 1855 the tribes surrendered their claim to Western Montana and Northern Idaho, but reserved the Lower Flathead River Basin as the Flathead Indian Reservation. The reservation today produces hay and grain for the livestock industry and also grows such crops as potatoes and cherries. Much of the best farmland now belongs to white people, but the tribes own most of the timber producing mountains. The beauty of the reservation has also attracted many tourists who come to enjoy fishing, hunting, hiking, and boating.

The LANGUAGE: The Salish bands gathered on the reservation each spoke slightly different dialects of the Kalispel or Flathead language. The Kalispel language is part of the Salish family of languages spoken by many tribes of the Pacific Northwest. The Kootenais on the reservation speak a totally different language. Almost all of the tribal members now speak English as a result of years of government schooling. Many of the young people of the tribes who learn English at home attend classes to learn Salish and Kootenai.

The ECONOMY: The traditional Salish and Kootenai hunted buffalo on the Great Plains, and elk, deer, and other game in Western Montana. A variety of plant foods such as bitterroot, camas, moss, wild onions, Indian potatoes, and sarvis berries were gathered during their seasons and preserved for later use.

The land was good to the Salish and Kootenai. Not only did it supply a variety of food in abundance, but it also furnished other raw materials. The poles for the lodges came from the slender trunks of young trees and the covers were fashioned from tanned buffalo hides. Clothing was

Eagle Spirit, sculpture by Dwight Billedeaux and Chey Brown, drawing by Corky Clairmont.

made from the skins of deer and elk and decorated with porcupine quills colored with natural dyes. Most tools such as needles, mauls, and grinding stones were made from wood, bone, and rock. Even dolls and games were manufactured out of the natural materials at hand.

The white traders brought items of metal, glass, and cloth which the Salish and Kootenai adapted to vary their crafts and make work easier. Metal needles and glass beads allowed the women to vary the geometric patterns of quillwork and develop a distinctive style of floral designs. The trader's calico and wool were colorful and wore well in wet weather. Unfortunately the traders also brought alcohol and diseases from which the tribes are still working to recover.

Since the arrival of the whites, the Salish and Kootenai have adapted to a way of life based on ranching, logging, and general wage work. Many of the traditional methods for making and decorating clothing and ceremonial objects are now preserved as local crafts. The traditional foods are important to many as a symbol of their heritage as Salish and Kootenai Indian people.

CURRENT STATUS: After being forcefully deprived of much of their land when the reservation was opened to white settlement in 1910, the tribes have worked to regain control over tribal affairs and reestablish their economic independence. In 1936 the tribes were formally organized as the Confederated Salish and Kootenai Tribes of the Flathead Indian Reservation (CSKT) governed by an elected tribal council. The tribes own one of the most valuable hydropower dam sites in the Pacific Northwest and have leased it to the Montana Power Company until 2015. Tribal timber is harvested on a sustained yield basis. Tourism and a growing number of small manufacturing plants provide further employment. Many tribal members work for the tribal and federal programs that serve the reservation community.

Education has received special attention. The tribes operate a Job Corps training center near

Agnes Kenmille, Tribal Elder

photo by George Price

Ronan for young Indian people from all over the country. Two Eagle River School, a tribal high school, is operated by the tribes near Pablo. The Indian community is getting more involved in the operation of the local public schools which educate most of the Salish and Kootenai young people. Many of these public schools now have classes that recognize the history and culture of the local tribes, including native language classes.

Salish Kootenai College (SKC) at Pablo was established in 1976 and now serves almost 1,000 Indian and non-Indian students. SKC provides Bachelors and Associates degrees and certificate programs. Subjects range from nursing and human services to carpentry and natural resources. The college is a tribal college operated by the

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CSKT Tribal Council and most SKC employees are tribal members.

SKC also provides local PBS television for the reservation and has a 55,000 volume library which is available to the public. The SKC library offers a special collection of over 1,200 published materials about the tribes and reservation affairs.

The tribal museum, The People's Center, is open to the public and is located just north of Pablo on Highway 93. The Kwa-TaqNuk Resort in Polson on Flathead Lake is owned and operated by the tribes.

The future of the tribes looks increasingly promising as tribal members are returning to the reservation with professional training in education, business management, psychology, and health sciences. Many of these young people have combined the technical skills they learned off the reservation with the fervent desire to serve the tribal community. The last thirty years have seen an increased pride in the Indian heritage. The interest in traditional crafts has expanded; the traditional religious ceremonies have found new support and strength; and the tribes are no longer willing to allow their property and rights to be eroded. The tribes now regularly, and often successfully, fight for their interests in the Congress and federal courts. The Salish and Kootenai people are proud of their heritage and their land. They continue to work to build the reservation community and maintain the values and independence that will enable them to survive in the 21st century.

Page 1 illustration: Alexander, Pend d'Oreilles chief. Drawing by Gustavus Sohon, courtesy Smithsonian Institution, Washington, DC.

Published by
Salish Kootenai College
Box 117
Pablo, MT 59855

Donations to support SKC's students and work will help train a new generation of tribal leaders.

Salish Kootenai College

A Tribally Controlled College on the Flathead Indian Reservation

SKC is a special place dedicated to developing the individual potential and abilities of its students. While SKC is open to students of all cultural backgrounds, its primary purpose is to meet the needs of the Native American community. Founded in 1976 by the Confederated Salish and Kootenai Tribes, the college strives to provide a culturally sensitive and effective education to students from the Flathead Indian Reservation and neighboring tribes. SKC now serves about 1,200 students each year. SKC provides individual student attention; a caring and supportive faculty; and an academic environment that is sensitive to Native American cultural values.

SKC also plays an important role in assisting in community development on the Flathead Indian Reservation. Classes and activities at SKC work to preserve and promote the development of Salish and Kootenai language and culture. SKC works with other tribal organizations such as the Flathead Culture Committee, the Kootenai Culture Committee, and The People's Center in this effort. SKC

offers classes in Salish and Kootenai language; the history of the tribes and the reservation; and Indian arts ranging from beadwork to tipi construction. Programs at the college provide social services and training to help tribal members coping with social, educational, and physical disabilities. SKC's most important impact, however, has been the contributions SKC graduates make to reservation society.

History

SKC was chartered by the Confederated Salish and Kootenai Tribes in 1976. In the early years credits were offered as a satellite campus of Flathead Valley Community College in Kalispell, Montana. Now SKC is fully accredited by the Northwest Association of Schools and Colleges to offer Associate and Bachelor degrees. The Registered Nursing Program is approved by the National League of Nursing and the Dental Assistant Program has been approved by the American Dental Association.

SKC has had a dramatic impact on increasing educational opportunities for Salish and Kootenai students. Two research studies identified only 41 tribal members from the Flathead Reservation who earned college degrees from 1935 to 1976. In comparison, 423 Native Americans have earned associate and/or bachelor degrees at SKC from 1976 to 1995. The college also had 201 Native American certificate graduates in the same period. SKC graduates have been successful in the job market. Seventy-four percent of the 207 enrolled Native American graduates between 1990 and 1994 found a job within a year of their graduation. Many of the remaining 26% went on for further schooling after their SKC graduation.

In Spring quarter 1995, 891 students attended SKC. Sixty-nine percent of the enrollment was Indian, 30% white, and 1% other. Thirty-four different Indian nations were represented in the SKC student body in 1994-95.

Community Service

As a tribally controlled college, SKC has had a special emphasis on serving the larger reservation community. Some of the services are:

- SKC-TV is a low power public television station serving the Flathead Indian Reservation with local and PBS programming.

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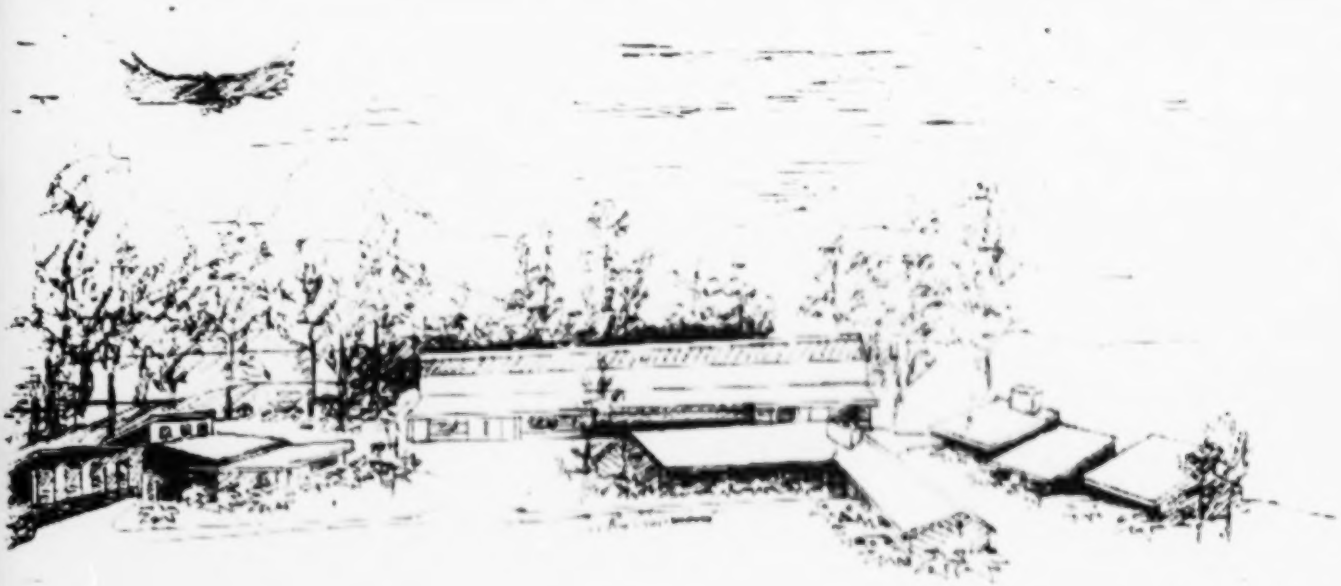
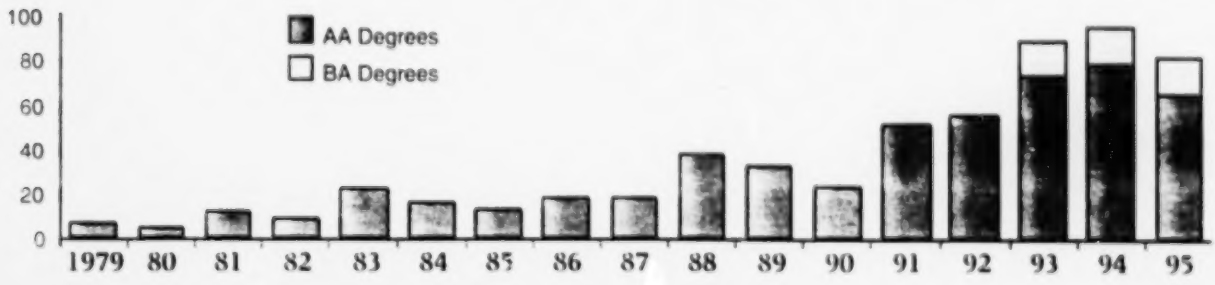


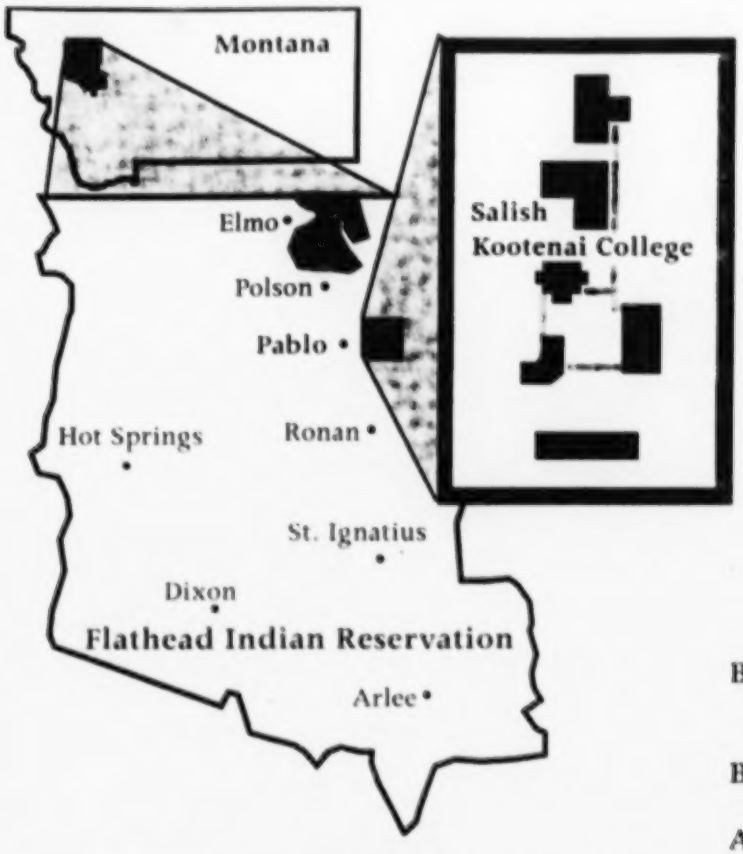
Drawing by Corky Clairmont

- The D'Arcy McNickle Library with 55,000 volumes, including an extensive collection on Salish and Kootenai history and culture, is open to the public.
- The SKC Human Services Department offers special services for disabled Indian and non-Indian residents of the Flathead Reservation.
- The SKC Bilingual Education Program is working with the Flathead Culture Committee and the Kootenai Culture Committee to develop instructional materials and dictionaries in the Salish and Kootenai languages.
- The SKC Bookstore is open to the public and stocks a number of books about the local area and Native Americans in general.
- The SKC Dental Assistant Program provides dental care to Indian Health Service patients on the Flathead Reservation.
- The SKC Minority Business Assistance Center provides a range of management and technical assistance to Indian owned small businesses on the Flathead Reservation.

In the last twenty years Salish Kootenai College has already had an impact on the Flathead Reservation and surrounding tribes. SKC has effectively reached out to Native American students and helped many realize their potential. The future will make it possible for SKC to reach more Native American students. The biggest influence, however, will be seen as more and more SKC graduates work on the reservations. As teachers, foresters, social workers, microbiologists, nurses, and other professionals, they will contribute their unique skills to the Native American community and the larger American society.



Degrees Granted by SKC by Year



Salish Kootenai College

Education - Leadership - Wisdom

Degrees Offered

Bachelor of Arts Degrees
- Human Services-Rehabilitation
- Native American Human Services

Bachelor of Sciences Degrees
- Environmental Science

Associate of Arts Degrees
- Bilingual Education
- Chemical Dependency
- General Studies/ Liberal Arts
- Human Services
- Native American Studies
- Special Eduction

Associate of Science Degrees
- Computer Science
- Environmental Science
- Environmental Science/ Forestry
- General Studies/ Science
- Health Records Technology
- Nursing

Associate of Applied Science Degrees
- Dental Assisting Technology
- Office Education

Certificates of Completion
- Bilingual Education
- Building Trades
- Dental Assiting Technology
- Native American Studies
- Office Education

To continue its work, SKC will need the financial support of foundations and individual donors. The community and student population SKC serves is largely low income. Thirty-eight percent of the Native Americans on the Flathead Indian Reservation were below the poverty level in 1990 which is 2.4 times the overall proverty rate for Montana. Eighty-five percent of the fulltime students at SKC in Spring 1995 were from low income households. Your donation can help SKC maintain quality programs and reach out to more needy Native American students.

Please send your tax deductible contribution to:

Dr. Joseph McDonald, President
Salish Kootenai College
Box 117
Pablo, MT 59855

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